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ABSTRACT

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of personal and family development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 459), it covers in depth the family, its structure, and its relationship with society. The concepts included are as follow: (1) adult roles in family and society; (2) adult relationships in the family and community, focusing on marriage and family crises situations such as death and divorce; (3) the family as a basic social unit; (4) the relationship of the family life cycle to the individual and society, and the developmental tasks of each phase of the cycle; and (5) the dual role of homemaker-wage earner. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Personal & Family Development

CURRICULUM GUIDE SEMESTER COURSE

Prepared by
Eastern Kentucky University
College of Applied Arts
and Technology
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Richmond, Kentucky

In Cooperation with
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Bureau of Vocational Education
Home Economics Unit
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE017497

PERSONAL AND FAMILY DEVELOPMENT

CURRICULUM GUIDE

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CONCEPTUAL STRUCTURE

PERSONAL AND FAMILY DEVELOPMENT

Major Concepts for Area	Major Concepts for Unit			
	7th or 8th 3 weeks	Comprehensive I 6 weeks	Comprehensive II 6-7 weeks	Semester Special Interest
Individual Growth and Development	Effect of physical development upon the individual	Relationship of personality to growth and development	Maturing as an individual	Adult roles in family and society
	Influence of health habits upon personal appearance	Development of personality aspects		
Effect of Inter-personal Relationships	Importance of group membership	Importance of peer relationships	Maturing as a family member	Adult relationships in the family and community (includes marriage)
Relationship of the Modern Family to Individual and Society		Influence of the family on individual development and relationships (integrated into major concepts I and II	Importance of maturity in attitudes toward marriage	Family as a basic social unit: patterns and values functions
				Relationship of the family life cycle to individual and society
Future Vocational Roles			Importance of maturity in attitudes toward the world of work	The dual role of homemaker-wage earner

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TITLE OF COURSE: PERSONAL AND FAMILY DEVELOPMENT (Special Interest Level)

SUGGESTED TIME: ONE SEMESTER

MAJOR CONCEPTS FOR UNIT:

Adult roles in family and society
Adult relationships in the family and community (includes marriage)
Family as a basic social unit; patterns, functions, and values
Relationship of the family life cycle to individual and society
The dual role of homemaker-wage earner

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will:

comprehend the roles assumed by adults in family and society.
analyze the importance of interactions of the individual with others in the community and in the special relationship inherent in marriage.
understand the relationship between the family patterns, functions, and values to society.
appraise the relationship between the stages of the family life cycle and society.

GENERALIZATIONS:

Individuals and the roles they assume are products of heredity and culture.

One evolves many relationships within the community, but marriage offers the potential for the most enduring and meaningful relationship.

In all known societies there is a recognized unit that assumes the functions of child bearing, child rearing, regulation of behavior, and economic support; there is a reciprocal relationship between family and society.

All families move along the same general series of stages, with each stage having its own developmental tasks and its own relationship to society.

CONCEPTUAL OUTLINE FOR COURSE - PERSONAL AND FAMILY DEVELOPMENT

(Special Interest Level)

Page

I. Adult roles in family and society 4

A. Changing role concepts within the family structure
B. Changing role concepts outside the family structure
C. Emerging role of the single person

II. Adult relationships in the family and community (include marriage) 9

A. Influences of personal relationships upon the interactions of individuals in the community
B. Establishment of a satisfactory marriage relationship
   1. Factors affecting mate selection
   2. Changing expectations for marriage
   3. Changing relationship during engagement period
   4. Legal and cultural aspects of the marriage ceremony
   5. Beginning marital relationships during the honeymoon period
C. Beginning adjustment within the marriage relationship
   1. Areas requiring adjustment in all marriages
   2. Relationship of communication patterns to adjustment in marriage
D. Facing family crisis

III. Family as a basic social unit; patterns, functions, and values 26

A. Cultural influences on the family
B. Variations in family patterns
C. Relationship of society to family functions and values

IV. Relationship of the family life cycle to individual and society 32

A. Developmental tasks associated with each stage of the family life cycle
B. Influence of family life cycle on the individual
C. Reciprocal relationship between the family and society during the family life cycle

V. The dual role of homemaker-wage earner 43

MAJOR CONCEPT FOR COURSE: I. Adult roles in family and society

SUPPORTING CONCEPTS: A. Changing role concepts within the family structure
B. Changing role concepts outside the family structure
C. Emerging role of the single person

BEHAVIORAL OBJECTIVE FOR COURSE: Comprehend the roles assumed by adults in family and society

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- differentiate between traditional male-female role concepts and the newer emerging concepts
- describe the various roles assumed by an adult within the family
- illustrate possible problems arising from conflict in roles
- identify the multiple roles assumed by an adult outside the family
- explain reasons for individuals assuming the role of the single person
- contrast satisfactions and dissatisfactions of the role of the single person

GENERALIZATION: Individuals and the roles they assume are products of heredity and environment.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Individual roles are learned patterns of actual or expressed behavior.	Interest Approach: Bulletin board with the quotation, "All the world's a stage, and all the men and women merely players; They have their exits and their entrances, And one man in his time plays many parts." ...Shakespeare. Show mask to illustrate various roles adults play. OR Prepare a bulletin board by looking through magazines for a short time and selecting pictures showing duties and tasks men and women perform.	Magazines, newspapers.
	Read-references to determine the influence of culture on roles assumed by adults in past ages. Relate to our present role patterns.	Cote, People, Food, and Science. Ch. 1. Landis and Brisbane, Married Life. Ch. 2, 4. Landis & Landis, Personal Adjustment Marriage and Family Living. Ch. 18, 21.

In the present culture of America, the roles of adults are numerous both within and outside the family.	Pop-Corn session on different roles now assumed by adults. Examples are parent, child, homemaker, single, breadwinner, organization member, civic worker, career girl, or good companion. Consider which are traditional, sex oriented, and which involve either sex.	
Roles, as well as ideas and concepts, related to the roles, are changing, both within and outside the family.	Discuss the traditional roles of the man (boss, breadwinner, the agressive one) and woman (wife, mother).	
	React to the idea such as: little girls being tomboys; teen-aged girls playing football; girls being drafted; the husband being homemaker while the wife works; the father taking care of a sick child.	Landis, Your Marriage and Family Living. Ch. 12 and Ch. 19.
	Contrast "traditional" role concepts with newer ideas.	Riker and Brisbane, Married Life. Ch. 2.
	Read references on the Women's Liberation Movement.	Current magazines.
	Collect articles that illustrate changing ideas of role concepts. Identify some of the influences that have caused the change.	Newspapers.
	Panel of grandparents to discuss changes in their roles.	
The roles within the family structure are varied with an individual assuming different roles at any given time.	Recall various roles within the family such as husband, wife, mother, child, father, aunt, uncle, grandparent, father-in-law.	Landis, Your Marriage and Family Living. Ch. 12, 13. Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 18, 21. Westlake, Relationships. Ch. 22.
The role concept of mother and father has traditionally been dictated by biological necessity.	Identify the unique roles ascribed to the male and female by biology. Make a check list of various jobs related to child rearing such as feeding baby, discipline, money provider, taking son fishing or to ball games. Check whether these would be the roles of mother, father, either, or both. List ways in which parental roles are shifting.	
Some individuals assume adult roles toward their parents which can be helpful or crushing while others always retain the dependent role of the child.	Identify in the following examples the type of parent-adult child relationship that exist; helpful, crushing, or dependent.	(A.T.) Glasser, I'm O.K., You're O.K.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	"My father loaned us money to get started in business when I couldn't get it from anyone else." "I'll have to turn down your invitation to dinner since it's Mother's birthday and we want to be with her today." "Mother seems to try to play us children against each other for her favors. I'll do what I can, but she can just do what she wants with her money - I'm not going to worry about it." "It breaks my heart. I don't want to put Dad in the nursing home, but I just can't continue to nurse him night and day and never be able to have a free minute."	
In addition to the relationship roles, family members often assume unique roles within the family.	Identify roles within the family such as the funmaker; practical joker; one who fosters cultural interest, complainer, handyman, shopper, chauffeur, peacemaker. Write sentences showing unique roles individuals assume within the family, such as: "When Aunt Mary comes, the whole family has the best time. She always has the whole family laughing." "The kitchen sink is leaking! Uncle Jim!" Read about life of well known person such as Mrs. Eleanor Roosevelt or Mrs. Joe Kennedy and relate the uniqueness they brought to the roles of wife and mother.	Current books. Current magazines.
Roles are assumed within the extended family as well as the nuclear family.	Define extended family. Identify roles within the extended family such as cousin, aunt, grandparent. Give examples of how these roles in the extended family can be rewarding ones. Identify people who are not related to us yet who are a part of the extended family by virtue of roles they have assumed such as "Uncle" Johnny or godparents.	Westlake, Relationships. Ch. 15. Landis, Your Marriage and Family Living. Ch. 12, 19.

When roles conflict, problems may result. Conflicts of two kinds may occur; role expectation and role perception within marriage may not be the same and roles within and without the family may conflict.

Buzz Session to list possible conflict in role expectations, such as wife working while her husband wants her to stay at home.

React to statements to identify agreement or disagreement on role preception.
A young husband: "I always wanted a wife that liked to stay home, keep the house, and look after the kids, but my wife is never home. She is always funning around or over at her girlfriend's house."
A salesman's wife: "Bill is away so much, sometimes for days at a time. I get terribly lonesome. I don't see why he can't do some job that keep him home like all of the other husbands."
A new bride: "In my family we used to discuss everything. Of course everyone talked at once, and we had some real arguments sometimes, but we always had fun. Harry hardly ever says anything. He doesn't like to discuss things, especially when I get mad, so I never know what he is thinking."
A middle aged husband: "I always feel free to ask Martha to have someone special to dinner. She keeps house well, is a good cook, and really likes people."

Role Play showing how problems could arise when there is a conflict in the roles within and outside the home. Examples: working wife and homemaker; volunteer worker and mother; social leader and baby's mother.

Landis, Your Marriage and Family Living. Ch. 12.

The individual develops or establishes his role or roles within the community as a wage earner, volunteer worker, neighbor or friend.

List roles which adults may assume outside the family.

Panel of adults who have assumed various roles outside the home, discussing the responsibilities of and satisfactions derived from them.

Charades on identifying the job. Example: farmer, teacher, laundress, factory worker, doctor, waitress, secretary.

Discuss roles assumed by people in the community. Examples are:
1. "Let's don't stop at his house to collect for Heart Fund, he never gives to any worthy cause."
2. "She can always be counted on to help with P.T.A. functions."

Write a paragraph describing the kind of person you want to be in twenty years.

SPECIAL INTEREST - I. Adult roles in family and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Many persons remain single either by choice or circumstance, or become single through separation, divorce or death.	Interest Approach: Group reaction very quickly to words such as spinster, old maid, career girl, bachelor, divorcee, with first thought to perceive how people feel about role of each.	
	Discuss evidences that society has given the married role higher status and prestige than the single role.	Landis, Your Marriage and Family Living. Ch. 21.
	Find Out reasons persons may remain single such as vocation; location; lack of opportunity; distorted sexual attitudes.	Riker and Brisbane, Married Life. Ch. 1.
	Identify those persons who should never marry. Examples: persons with inherited degenerative diseases; confirmed homosexuals; persons so dedicated to career that they couldn't give time to marriage.	Westlake, Relationships. Ch. 27.
	Investigate in small groups to find out about each alternative to marriage such as legal separation, divorce and desertion, or the state of the bachelor, spinster, widow or widower.	Magazines articles such as "The American Family - The Future Uncertain" - Time, December, 1970.
	Research one of the single roles and report findings to class.	
	Discover reasons why there are more unmarried females than males in America. Examples: 1. Higher male death rate. 2. Men marry women younger than they are. 3. Taking care of aged parents.	
Attitudes and situations are changing enabling one to attain satisfaction from the roles of the single person.	Identify reasons the unmarried woman may feel uncomfortable about her role. Examples: 1. She may feel undesirable if the male is not the agressive one. 2. She may be discriminated against when it comes to promotions, etc.	Westlake, Relationships. Ch. 27. McDermott, Norris and Nicholas, Homemaking For Teen-Agers Book 2. Ch. 4.
	List some satisfactions of the single roles such as independence, money, and travel. Compare with some disadvantages such as, loneliness, and lack of someone to "lean on".	
	Summarize in writing the reasons for, and satisfactions of the role of the single person.	

MAJOR CONCEPT FOR UNIT: II. Adult relationships in the family and community (include marriage)

SUPPORTING CONCEPTS:
A. Influences of personal relationships upon the interactions of individuals in the community
B. Establishment of a satisfactory marriage relationship
C. Beginning adjustment within the marriage relationship
D. Facing family crisis

BEHAVIORAL OBJECTIVE FOR UNIT: Understand the importance of interactions of the individual with others in the community and in the special relationships inherent in marriage.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- explain the importance of different kinds of adult relationships in the community.
- formulate reasons for careful mate selection.
- describe one's own expectations as they relate to marriage.
- state the purposes and functions of the engagement period.
- identify the legal and cultural aspects of the marriage ceremony.
- explain the purposes of the honeymoon period.
- analyze each major area of adjustment required for successful marriage.
- contrast different communication patterns found within marriage.
- describe the influence of family crisis upon family members.

GENERALIZATION: One evolves many relationships within the community, but marriage offers the potential for the most enduring and meaningful relationship.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An adult forms many and varied relationships with different people in the community.	Interest Approach recall contacts you have had in the community during the past 3 days. Describe types of relationships you have with these community contacts. Examples may be: check-out girl - friendly but impersonal; policeman - friendly; school patrol - helpful but doesn't talk much. Consider the importance of these community contacts as illustrated in the following statements: "The check-out girl at the local market doesn't seem to enjoy her work, she is always unpleasant with her customers." "My paper boy leaves the paper near the door because I have trouble walking up and down steps." "When I called the florist, he was very short with me. I didn't place my order with him." "I always enjoy shopping at Charlie's Market. All of the employees are so helpful and courteous."	

SPECIAL INTEREST II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Mate selection is not only different in various cultures and countries but in different periods of history.	Read references on mate selection in various countries and cultures.	Encyclopedia Riker and Brisbane, Married Life. Ch. 9.
	Group work on mate selection practices in various countries and cultures. Report findings to class.	Series on Individual Countries, published by Time, Incorporated.
Mate selection evolves from our community relationship.	Identify couples who met each other within the local community.	
	List possible places in the community where one might get acquainted with a future mate such as school, church, work, recreational center.	
	(FHA) Invite foreign students (married or single) to discuss mate selections and marriage customs in their respective countries.	
	Read references on mate selection in America.	Landis, Your Marriage and Family Living. Ch. 6.
	Discuss the pros and cons of the American way (mutual) choice of a mate.	Landis, Your Marriage and Family Living. Ch. 8.
	Read references on mate selection in different sections of the United States.	Landis and Landis, Personal Adjustments, Marriage and Family Living. Ch. 5,6.
	Determine how dating practices have changed in America.	Riker and Brisbane, Married Life. Ch. 4.
	Compare mate selection in America to another country or culture.	
In our culture, where the success of the marriage is measured by the happiness of the participants and where youth choose their own mates, guides for mate selection are needed.	Recall what is meant by marital success in terms of society and in terms of the individual. (society - lack of separation, individual - personal happiness)	Westlake, Relationships. Ch. 25.

	Read references listing some of the factors to consider in mate selection.	Landis, Personal Adjustment, Marriage and Family. Ch. 10, 11. Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 8,9 Westlake, Relationships. Ch. 21.
Similiarity of cultural, social, economic, and religious background of marriage partners tends to increase chances of a lasting marriage; conversely differences create unique problems in addition to the usual adjustment in this relationship.	Define mixed marriages Explore reference materials on mixed marriages. Point Out possible advantages and disadvantages of the following: 1. inter-racial marriage 2. marriage with great age differences in partners 3. marriage with great educational differences 4. international marriage 5. using a reference such as Five Smooth Stones by Ann Fairbarn, or the movie, "Guess Who's Coming To Dinner," or current magazine articles, discuss the adjustments which face the couple in an inter-raccial marriage. Invite married couples with mixed marriages to discuss unique adjustments in their marriage. Research to discover the basic beliefs of each major religion as it relates to marriage and family living. Analyze a religiously mixed marriage of which you know using married persons in community as resource, or magazine articles or stories on the subject. List factors which seem to have contributed to its success or failure. Ask representatives from the Protestant, Catholic, and Jewish faiths to come to class and discuss mixed religious marriages from their respective points of view. Collect "Dear Abby" columns to illustrate some of differences that make adjustments more difficult.	Black, If I Marry Outside My Religion. Public Affairs Pamphlet, No. 264. Duvall, When You Marry. Ch. 15. Landis and Landis, Personal Adjustment Marriage and Family Living. Ch. 14.

SPECIAL INTEREST II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Use case studies to illustrate some of the differences that could make adjustments more difficult. Example: farm boy marrying a city girl; poor girl marrying one of the jet set; American boy marrying Indian girl; man, age 60, marries girl, age 20.	
	Compose a paper choosing one of the above situations to illustrate that differences can create additional adjustments in marriage.	
	Write a paper to summarize your own personal viewpoint on each of the factors one should consider in mate selection. Tell why you have this opinion.	
Each individual has expectations of himself in marriage and of his future mate, which change with age and experience as one matures.	Interest Approach: use cartoons to stimulate discussion on what people expect of marriage.	Klemer and Klemer, The Early Years of Marriage. Public Affairs Pamphlet. No. 424.
	Interview and tape people of various age groups on what they expect of marriage, for example: 6 year old, 14 year old, 18 year old, 25 year old, 35 year old.	
	Read Letters to Karen and Letters to Philip to determine what one father tells his son and daughter about what to expect in marriage.	Shedd, Letters to Karen, Letters to Philip.
	Give examples of how your attitude has changed within last 5 years toward school, parents, brother, and sister. With this evidence of change in you, relate how you see your attitude toward marriage and mate selection possibly changing with time.	
	Describe what you expect of your mate in terms of character, morals, personality, honesty, habits, and disposition.	
	Indicate your expectations by completing sentences such as: "When I am sick, I expect my mate to" "When I shop, I expect my mate to" "When I work in the yard I expect my mate to"	

	Use a check sheet to determine your expectancies such as: "Marriage Role Expectation Inventory" by Marie Dunn.	Marie S. Dunn, "Marriage Role Expectation Inventory" Family Life Publications.
	View film to show that young people are sometimes unrealistic in their expectations in marriage.	Film: Brigham Young University, Worth Waiting For.
	Use a short story such as The Distant Promise by Mary E. Nutt, to illustrate unrealistic expectations one may have and discuss these in class.	The Distant Promise, Scholastic Book Services.
	Discuss problems that might arise when there is a conflict in expectations, such as; husband doesn't pay bills; wife doesn't participate in church activities.	
	Read case studies that show conflicts in expectations that were experienced by young couples.	Klemer, Marriage and Family Relationships, Case 26.
		Ladies Home Journal, "Can This Marriage Be Saved?"
For a successful marriage in our society, the development of love between two people is basic.	Describe in a paper what you expect of your marriage partner, and what you expect from yourself in marriage.	
	Read reference for characteristics of a lasting love.	Eckert, How Do You Know It's Love? Public Affairs Pamphlet.
	Review stages of love.	Duvall and Hill, When You Marry. Ch. 2.
	View filmstrip for characteristics of lasting love.	Duvall, Love and Facts of Life. Ch. 2, 3.
		Filmstrip Series, "Love and Facts of Life," Cathedral Filmstrip.
	Contrast the characteristic love of infatuation; love and physical attraction.	
	Discuss the statement, "One does not fall in love, one grows in love."	Riker and Brisbane, Married Life. Ch. 6.
		Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 15.
		Landis, Your Marriage and Family Living. Ch. 8.
		Westlake, Relationships. Ch. 16.

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
It is during the engagement period that a couple should get to know each other well, identify with each other, establish a system of communication and values, and make final preparation for marriage.	Interest Approach clip engagement announcements from newspapers.	Landis and Landis, Adjustment, Marriage and Family Living. Ch. 12.
	Discuss why people announce their engagements.	Fane and Fane, Behind Every Face A Changing Person. Ch. 11. Riker and Brisbane, Married Life. Ch. 5.
	Point Out functions of engagement period such as opportunity for growing in understanding of partner and time for planning for the ceremony, honeymoon, and living arrangements.	
	List some subjects which should be discussed during engagement period that should help partner in understanding each other.	
	Read references on meaning and importance of the engagement.	Duvall, Love and Facts of Life. Ch. 18.
	View film for information on the importance and purposes of the engagement period.	Film, "Engagement, Romance, or Reality." McGraw Hill, Kentucky Department of Mental Health, Audio Visual Services of University of Kentucky.
	Discuss the differences between a broken engagement and a divorce as they affect the individual.	Westlake, Relationships. Ch. 21.
	Read case study from a current magazine to determine why engagements are broken. Discuss if this marriage had taken place, what kind of marriage would they have had.	
	Explore resource materials to determine the need for setting standards of moral behavior during engagements.	Duvall, Why Wait Till Marriage. Evelyn Mills Duvall, Love and Facts of Life. Ch. 20.
	Write a paper on, "The way a person makes adjustments during engagements can influence the way he may adjust during marriage."	

During the engagement period couples may begin to question if their love is the kind that will grow as the marriage matures.	Determine how increasing shared intimacies during engagements are expressions of the love relationship and that love can continue to evolve as marriage continues.	
	Compose a paper describing how love might grow from courtship, through engagement, beginning marriage, family life with children, and in the golden years of old age.	
The purpose of the marriage ceremony is to publicize the changing status of the couple and give legal sanction to the marriage.	Interest Approach. Bulletin board with the application for marriage license, health examination, consent to marry and birth certificate.	
	Read for information on legal requirements in state of Kentucky and compare with surrounding states. Find out cost of marriage license.	Encyclopedias Local Circuit Court Clerk
	Discover legal requirements for pre-marital exam. Discuss the importance of this examination to the individual.	Duvall, Love and Facts of Life. Ch. 19.
	Debate should our present marriage laws be changed? Some points for discussion: uniformity across U.S., regard for inter-racial marriages, age limits, health reasons, a complete pre-marital exam, mental test as a pre-requisite.	Westlake, Relationships. Ch. 20, 21. Riker and Brisbane, Married Life. Ch. 14.
	Research information on marriage customs in other cultures, do (A.T.) a research paper on marriage customs in a different country.	Riker and Brisbane, Married Life. Ch. 9.
	Consider the importance of marriage customs to the marriage institutions.	Bowman, Marriage For Moderns. Ch. 9
	Identify the types of marriage ceremony and what is in each one. Obtain copies of a civil ceremony; a Jewish, Catholic, and Protestant ceremony; and one written by the couple.	LeShon, Mates and Roomates: New Styles In Young Marriage.
	Discuss ways, values, goals, and standards that may help determine the type ceremony a couple has.	Landis and Landis, Personal Adjustments, Marriage and Family Living. Ch. 16.
Weddings that are planned to fit the couples values, goals, standards, needs and wants and resources result in satisfaction for the couples.	Discuss the costs involved in weddings such as reception, attendants, guests, wedding attire, and payment to the minister.	
	Practice a mock wedding to familiarize student with etiquette.	

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View wedding pictures to determine what a couple's values and goals might have been.	
	Quiz over legal requirements, marriage customs, and wedding ceremony.	
The purpose of the honeymoon is to begin the transition to married life by establishing a sexual relationship and learning something of one's own competence as a marriage partner.	Interest Approach: bulletin board with cartoons reflecting ideas about honeymoon.	Westlake, Relationships. Ch. 21.
	Discuss purpose of honeymoon and identify why there should be this period of transition from single to married life.	Duvall and Hill, When You Marry. Ch. 8.
	List and discuss factors which can contribute to success or failure of honeymoon such as fatigue, distance from place of ceremonies, parental approval.	
	Read references on beginning sexual experience in marriage. Determine how this serves to deepen the relationship in the growth of love.	Public Affairs Pamphlet, Sexual Adjustment in Marriage. Current Magazines. "Getting Married," Life Cycle Library.
During this period of beginning adjustment, there is need for privacy away from family and friends.	Describe how the purposes of the honeymoon can be fulfilled under the following circumstances: 1. trip of a week 2. move in with parents 3. move to apartment following ceremony and return to work	Westlake, Relationships. Ch. 21.
	Identify opportunities for privacy in each of the above situations.	
	Discuss, "If the young couple must move into house with parents, what can they do to achieve privacy?"	
	List resources which might prove helpful to couple during this period.	
A happy marriage does not just happen but is a result of effort on the part of both marriage partners.	Read the essay on Marriage from Gibran's book, The Prophet, for his ideas.	Gibran's book, The Prophet.

Discuss implications of the following statements: (1) Marriages are gradually built. (2) A happy marriage is an accomplishment.

Read to determine the major areas of adjustment, such as:
1. money
2. sex relationships
3. in-law relationships
4. social activities and recreation
5. friends
6. religious life
7. training and discipline of children

View film, "Love is For the Byrds." Discuss expectations and necessary adjustments for young couples, as illustrated in the film.

Film: Love is For The Byrds.

Tape interviews of married couples to get their ideas on adjustments they have had to make in their marriage. Identify areas of difficulty.

Many consider money problems to be most common in marriage and many things including our expectation, values, attitudes, family background, religious beliefs, influence how we use money.

Analyze the following statements concerning money matter and the implications that they have for adjustment in marriage:
1. You should always tithe;
2. Birthdays should always be remembered with something nice.
3. When I was young, I earned my spending money.
4. It is essential that families carry life insurance.
5. You should put a portion of your earnings in a savings account each month.
6. I was taught that families should never use credit.

Public Affairs Pamphlet, Building Your Marriage. No. 113.

Duvall and Hill, When You Marry. Ch. 9.

Westlake, Relationships. Ch. 24.

Examine a list such as found in Personal Adjustment, Marriage and Family Living, to determine your attitudes concerning family spending for such items as;
1. a savings account
2. books for children
3. eating out in restaurant often
4. eating out only on special occasions
5. contributions

Fane and Fane, A Challenge of Success. Ch. 3, 4.

Rate the items on the above list for:
1. those you consider essential
2. those important to you but not essential
3. those that could be eliminated for the sake of economy.

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss the value or need for a budget.	
	Review a budget for a young couple who live on an income of $400 per month.	Sidney Margolius, Family Money Problems. Public Affairs Pamphlet, No. 412.
	Discuss ways in which a budget can help a couple establish congenial spending habits.	
	Play "The Budget Game."	Consumer Education Kit, From the Kiplinger.
If a marriage is to be successful, it is essential that both partners accept an independent adult role, both in marriage and in their relationships with their parents.	Interest Approach: View cartoons depicting in-laws relationships to promote discussion. Identify negative attitudes in cartoons and contrast with positive attitudes.	Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 19.
	Discuss implication reflected in following statements: "I'm marrying John, not his family." "My husband's family seem to think he still belongs to them." "I treat them as my own family. They are wonderful people."	
	Read for information on in-law relationships.	Duvall and Duvall, Saving Your Marriage. Public Affairs Pamphlet, No. 213.
	Identify factors in successful in-law relationships.	Building Your Marriage. Public Affairs Pamphlet, No. 113.
	List special adjustments which need to be made if you must live with your parents or if you need to have them give you money.	
	Relate T.V. shows such as "Jimmy Stewart Show" and "All In The Family" to these special adjustments that need to be made.	
	(A.T.) Special report; Read The Good Earth by Pearl Buck, or The Mother, or some other source which depicts in-law relationships in the family.	

The best preparation for successful sexual adjustment in marriage is the development of a healthy balanced attitude plus sound, reliable information.	Review Comprehensive II for information on sexuality.	Landis, Your Marriage and Family Living, Ch. 13.
		Riker and Brisbane, Married Life. Ch. 3.
	Explore references to help in understanding the perspective sex should have in marriage.	Bowman, Marriage For Moderns. Ch. 13.
	Read for information on physical development of both sexes.	Klemer and Klemer, Sexual Adjustment In Marriage. Public Affairs Pamphlet, No. 397.
		Westlake, Relationships. Ch. 1.
	Analyze your own attitudes about sex, using a list with items such as; 1. You should never discuss sex with husband. 2. Children should be taught things about sexual development.	
Companionship is an important ingredient in successful marriages and can be fostered and built up as one participates in social and recreation interests together.	Interest Approach: Collect pictures of a number of families participating in social and recreational activities. Examples: 1. watching T.V.; 2. collecting for Heart Fund; 3. attending church; 4. family at beach.	Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 10, 17.
	Determine which of the above activities offers the greatest possibilities for developments of interest and enrichment in marriage. Indicate which involve active and passive participation on part of members.	
	Discuss the ideas, "Some people spend leisure time rather than invest it."	
	Consider how a conflict in recreational interests can affect the marriage.	
	Analyze statements such as the following to show where adjustments have been made. 1. "When Fred goes fishing with his friends for 3 days it gives me time to catch up on things I need to do." 2. "I don't like baseball, so I don't go with George to the games." 3. "Annette doesn't enjoy swimming but we take the children and I swim with them."	
	Relate the constructive use of leisure time to the enrichment of marriage and family living.	

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When friends play a supportive role in marriage, the enjoyment of them can help to deepen the marriage relationship.	Determine how important ones friends are in marriage. Discuss the following questions: 1. "Should you both keep old friends or develop a new set of friends in your married life?" 2. "What role should friends play in the life of a married couple?" Identify the constructive or destructive influence of friends in the following situations: 1. Young husband spending three nights a week with his friends playing basketball at the community center. 2. Going on a cookout with friends who also have children. 3. When husband comes home from work, his wife's girlfriend is sitting in kitchen talking and no meal is cooked.	
Sharing of religious convictions tends to strengthen family life.	Discuss ways in which religious life can strengthen family life. Explore resources for studies that discuss the correlation between religion and successful family living. Report findings to class. Discuss the implications that are inherent in each of the following statements: 1. "Let's go ahead and take children to church, and I will help you wash the car this afternoon." 2. "Our personal rewards have been many as Joe and I share the responsibility of the young people's group." 3. "Do we have to go back to church services tonight?" 4. "It is hard to stand the frantic pace when I get the children ready for Sunday School, but Fred insists we go."	Landis and Landis, Personal Adjustment in Marriage and Family Living. Ch. 14. Westlake, Relationships. Ch. 9.
When children come, adjustments in husband-wife relationships need to be made.	Read references to determine how children affect husband-wife relationships. Indicate the changes that take place in the lives of a couple with a baby and the adjustments that have to be made. Read references on importance of discipline of children.	Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 23, 24, 25.
Agreement on the discipline and training of children is important in continuation of a good relationship in marriage.	Analyze following statements: A. "I went to Mother and she said, 'No', so I went to Dad and he agreed I could go to the ball park."	

	B. "Dad always agrees with Mom on what we should do." C. "Mother always said go ask your dad." Dad would say, "What did your mom say?"	
	Role Play situations where parent disagrees on training of children and show how compromise can be made on such disagreements.	
	Discuss how disagreement affects child, examples: manners at table; bedtime; hour to be in; study habits.	
With enough time for a couple to make their early marital adjustments the coming of the first child is less traumatic.	Read case study to show the adjustments that have to be made when children come early in the marriage.	Ladies Home Journal, Good Housekeeping, Readers Digest.
	Interview couples where children came early in marriage and determine the adjustments that had to be made.	
Conflict in marriage is normal and may be used to constructively hold the partnership together.	Discuss "Getting along with friends is similar to getting along in marriage." Give examples of ways you have adjusted with your friend. If conflict existed, determine ways in which you have adjusted.	Landis and Landis, Personal Adjustments, Marriage and Family Living.
	List ways of expressing conflict such as quarreling, walking away, silence.	What Makes A Marriage Happy. Public Affairs Pamphlet.
	Discuss ways one could identify conflict when it is not displayed through open quarreling.	
	Determine some ground rules for constructive quarreling such as; 1. resist the urge to hurt with your remarks. 2. stick with the issue. 3. look for a compromise 4. try to consider the other person's point of view.	Riker and Brisbane, Married Life. Ch. 8. Harry Melt, What You Can Do About Quarreling. Public Affairs Pamphlet, No. 369. Building Your Marriage. Public Affairs Pamphlet, No. 1.
	Role Play constructive and destructive quarreling in family situations. Examples wife out shopping late and dinner not on table when he gets home from work. Where to go on vacation. Eating meals out occasionally.	Westlake, Relationships. Ch. 25.

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View film: "Handling Marital Conflicts," following showing with discussion of the difference in the way each couple handled the conflict.	Film: Handling Marital Conflicts. Departtment of Mental Health. Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 18.
Open communication can be the key to successful adjustments in marriage.	Identify ways in which one can communicate other that verbal.	Fast, Body Language.
	Role Play conversation between husband and wife, showing that they are communicating on a subject and then re-enact to show them not communicating.	
	Discuss the importance of interpreting communication correctly.	
	Give examples of misinterpretation of communication.	Duvall, When You Marry. Ch. 10.
	Discuss obstacles to good communication between husband and wife such as: 1. one won't listen, 2. one won't talk, 3. excessive fatigue. Give suggestions to overcome these roadblocks in communication.	Riker and Brisbane, Married Life. Ch. 8.
Every family faces many kinds of crisis during the family life cycle.	Define a crisis situation.	Westlake, Relationships. Ch. 26.
	List the kind of crisis that families face.	Irvin, How To Cope With Crisis. Public Affairs Pamphlet, No. 464.
	Read references for information on relationship during crisis of death, adoption, alcoholism and divorce.	Westlake, Relationships. Ch. 26.
	Group Reports on each of major crisis in marriage.	Cavan, Marriage and Family in the Modern World. Ch. 16.
	Discuss positive steps one can take in reacting to a crisis.	
When a member of a family or a close friend is lost or separated from the family, the more you have invested emotionally in a person, the more	List ways one can lose a family member.	Westlake, Relationships. Ch. 26.

threatened you are by his loss, whether through death or separation through hospitalization or military service.		
	Group Report on loss of member through death.	
	Identify the emotions that often accompany death. Relate the strength of these emotions to the relationship one had to the individual.	
	Consider the positive values of the customs that have evolved around the crisis of death; (flowers, contributions, food, home, church, funeral home).	Osborne, When You Lose A Loved One. Public Affairs Pamphlet, No. 269.
	List ways one can lose members other than death. Examples: separation, hospitalization for physical or mental illness, military service.	
	Contrast emotions involved in desertion as opposed to mutually agreed separation.	
	Read short stories that illustrate adjustments that people have made during crisis.	Ainsworth, The Distant Promise and Other Stories for Young Adults.
Adjustments are involved with the addition of a new family member.	List ways family members are added to family 1. birth 2. adoption 3. other persons moving in with family	Westlake, Relationships. Ch. 26.
	Read references to determine what the legal process is for the adoption of a child.	Cavan, Marriage and Family in the Modern World. Ch. 19.
	List adjustments couples must make when an adopted child enters the family. Determine how these are similar to having a baby of their own.	
	Determine what effects adoption has on marital relationships.	
	Discuss whether you should tell a child he or she is adopted.	
When loss of status occurs, all family members are affected by it and adjustments need to be made.	Read references to determine stages a person goes through as he or she becomes an alcoholic.	Riker and Brisbane, Married Life. Ch. 14.

SPECIAL INTEREST: II. Adult relationships in the family and community (include marriage)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Review the physical effects of alcohol on the body.	Cohen, How To Help The Alcoholic. Public Affairs Pamphlet, No. 452.
	Give examples of adjustments that must be made in each of the stages leading to alcoholism.	
	Read case studies related to alcoholism.	Current Magazines
	Discuss the effects of alcoholism on the children in the family.	Cavan, Marriage and Family in Modern World. Ch. 16.
	List sources of help for the alcoholic and the alcoholic's family.	
Divorce is a failure of marriage and produces a dual crisis on family, loss of a member or members and loss of status.	Interest Approach: listen to record such as "Daddy Don't You Walk So Fast," to recognize mental agony a person goes through as they think of getting a divorce.	
	Research to find legal grounds for divorce in Kentucky and find out recent legislation on divorce in state of Kentucky.	Ogg, Divorce. Public Affairs Pamphlet, No. 380.
	Invite lawyers to discuss divorce cases.	
	Debate: "Should divorce laws be changed?" Points for consideration: husband and wife rights; custody of children; grounds for divorce.	Mace, What Is Marriage Counseling. Public Affairs Pamphlet, No. 250.
	Invite a rabbi, priest, or minister to discuss their views on divorce.	Landis and Landis, Personal Adjustment, Marriage and Family Living. Ch. 22.
	Read case study from magazines such as Good Housekeeping or Ladies Home Journal to reveal problems in divorce. Share ideas with class.	Current magazines such as Good Housekeeping and Ladies Home Journal.
	Consider the emotional effects of divorce on the family members.	
	Discuss whether or not the number of divorces would be less if all persons applying for marriage license were required to take a course in marriage preparation.	

Sometimes when couples are having marital problems, they can seek help of a marriage counselor.

Describe the work of a marriage counselor.

Discuss the value of seeking help from a qualified marriage counselor.

Write a paragraph on the value of marriage counseling.

Duvall and Hill, When You Marry. Ch. 10.

Klenner, Marriage and Family Relationships. Ch. 25.

Mace, What Is Marriage Counseling. Public Affairs Pamphlet, No. 250.

MAJOR CONCEPT FOR COURSE: III. Family as a basic social unit; patterns, functions, and values

SUPPORTING CONCEPTS:
A. Cultural influences on the family
B. Variations in family patterns
C. Relationship of society to family functions and values

BEHAVIORAL OBJECTIVE FOR COURSE: Understand the relationship between the family patterns, functions, and values to society.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- state the relationship between family and society
- compare family structure from different cultures
- describe nuclear and extended family structure with their variations and experimental forms
- identify the functions of the family
- illustrate ways families fulfill their functions
- give examples of family functions that have been assumed by society

GENERALIZATIONS: In all known societies there is a recognized unit that assumes the functions of childbearing, child rearing, regulation of behavior, and economic support; there is a reciprocal relationship between the family and society.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
In our society the family is the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent, characterized by common residence and economic cooperation.	Interest Approach: View pictures showing different families in a variety of situations. React to each.	
	Use a variety of resources to define a family.	Dictionary, Encyclopedia, Textbooks.
	Circular response on definition of a family. Record answers and combine for an acceptable definition.	
	Make a collage depicting families representing different cultures, backgrounds, structure and family make-up.	
	View a film that shows interaction within a family such as, "Palmour Street."	Film: Palmour Street, Department of Mental Health.
Family structures differ from culture to culture with two main types existing, nuclear and extended.	Read references to determine family structure in some different cultures.	Landis, Your Marriage and Family Living. Ch. 19.
	Compare family structure of various cultures.	

	Identify present prevalent structure of American family and compare to structure found in our history to see how it has changed.	
	Invite speaker who has traveled extensively to talk about his observations of the family in other cultures.	Encyclopedia. National Geographic.
	(A T) Research paper and report on family structure in different cultures.	
	Define nuclear and extended family.	
	Recall and discuss family structures you have read about or viewed on T.V. in such shows as: "My Three Sons", "Jimmy Stewart Show", and "All In The Family".	
Even though the basic American family structure is nuclear with a variety of patterns, there are other types of families.	Pop-corn session to identify the make-up of a nuclear family in your neighborhood. Compare to illustrate the differences.	Westlake, Relationships. Ch. 15.
	List variations in the nuclear family structure such as: a. children, parents, and grandparents b. parents and children only c. one-parent family d. adoptive parents, usually a couple and children but may be a single person and children e. aunt, uncle, cousin, friend or servant may be part of the family f. mother substitute becomes part of family	
	Recall information concerning unusual family structure in early America such as plural marriage in the early Mormon church.	
	Read current publications to become aware of experimental types of family structure such as: unmarried parents, communal families, group marriage, trial marriage, homosexual marriages. Report information to class.	Toffler, Future Shock. Magazines such as Time, Dec. 2, 1970; Life, April 14 & 28th, 1972, Dec. 28, 1970; Ladies Home Journal, July 1972.
	Research common law marriages, including history, frequency, and legality.	
	Brain Storm advantages and disadvantages of common law marriage.	
	Investigate to see if society sanctions any experimental marriage form. Report any findings to class.	

SPECIAL INTEREST: III. Family as a basic social unit; patterns, functions, and values

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
In all societies certain functions have been assigned to the family such as reproduction, nurturing, and interpretation of the culture in which that family lives.	Read references to discover the various functions of the family.	Landis, Your Marriage and Family Living. Ch. 19.
	List the variety of functions performed by the family such as reproduction, nurturing, and interpretation of the culture in which that family lives.	Coody, Gaining Adult Maturity. University of Kentucky Extension Service.
	Read for information on functions of families during the early history of our country.	Encyclopedia History Textbooks.
	Discuss changes in the functions of the family during the past 100 years.	Duvall, Family Development. Ch. 3.
	Identify the social changes that worked to bring about changes in family functions such as industrialization and increased mobility.	
Since in America the nuclear family has become the norm, with many of its various functions being taken over by society, the major responsibility left has become the fostering of emotional maturity.	Identify agencies that have assumed wholly or in part functions of the family such as; 1. police for protection 2. schools for education 3. churches for religious and moral training 4. day care centers for care of children	
	Identify ways friends and families help with some of the family functions such as the care of children.	
	Consider instances where the family has refused the help of society on traditional functions of the family such as education (example-the Amish who do not believe in school after the 8th grade) or medicine (example-some groups do not believe in modern medicine).	
	Discuss this idea: Since society is assuming more of the family functions in some areas, the emphasis of the family responsibility is changing toward the individual's emotional maturity.	
In our society the family structure has been legalized as the place in which a child is automatically given legal status at birth and has been assigned full responsibility for the upbringing of children.	Recognize the fact that children gain legal status and identity through birth into a family. Discuss the implications of this upon legal responsibility for the child.	

Research to find the legal responsibilities which the family has to its children.

Invite a lawyer or judge to speak to the class on legal responsibility of the family to children.

List legal responsibilities which families have to its children.

Discuss implications of the legal responsibilities; for example, must the parent support the under-21 child, even though the child doesn't live in the manner the parent desires?

Research to find information on illegitimate births, including frequency, age and social background of the mother involved.

Westlake, Relationships. Ch. 27.

Compare the legal status of a child born within a family to one born out of wedlock.

Listen to social worker or child welfare worker to discuss special problems related to illegitimate birth.

Consider the influence of illegitimate birth upon the mother, child, father, and other family members.

Westlake, Relationships. Ch. 27.

List the agencies that assist the family with the problem of illegitimacy.

Landis and Landis, Personal Adjustments, Marriage and Family Living. Ch.27.

List some reasons why children are taken from their parents and placed in a foster or substitute home.

Invite lawyer or judge to talk with group concerning conditions under which the child may be taken from natural parents and procedures used to do so.

Visit a foster home for children. Report to the class on your impression.

Society expects the family to be economically independent, even though society steps in to assist families who fail to support themselves.

List causes of financial dependency of families such as:

1. loss of job because of automation
2. illness
3. old age, retirement
4. lack of skills necessary to get a job
5. lack of available jobs in locality of home
6. unwillingness to move to where the jobs are located
7. unwillingness to work
8. lack of transportation

SPECIAL INTEREST: III. Family as a basic social unit; patterns, functions, and values

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Relate each of the above to a family's ability to be economically independent and give suggestions for overcoming them.	
	Relate each of the above to a family's ability to be economically independent and give suggestions for overcoming them.	
	Pop-corn session on ways student is aware that socciety helps persons who for various reasons are financially insolvent. Examples: welfare; food stamps; upward bound; job corps; A.D.A.; medicare; public health service.	Landis, Your Marriage and Family Living. Ch. 22. Riker and Brisbane, Married Life. Ch. 15.
	Research to find detailed information concerning programs of society to aid the indigent family.	
Since cultural patterns are interpreted from one generation to another, primarily through the family, the family is expected to teach values.	Interest Approach: Complete this sentence, If I had three wishes, I would wish for _____.	
	Compare wishes with other class members.	
	Relate wishes to individual values.	
	Buzz groups to list some of the kinds of things children learn from their families such as values, beliefs, acceptable behavior, symbols, language.	
Families communicate both conscious and unconscious values and this is done verbally as well as through actions.	Role Play situations where a person teaches values verbally and by actions. Examples may be a mother explaining to her child how he is to behave or the father who, as he reads his newspaper and magazines, teaches unconsciously the value of reading.	
	Discuss which method gets best results.	
	Recall events or situations when your own parents transmitted their values to you.	
	React to the following situations that indicate conflict in values taught: 1. Mother places great value on hard work while Father likes to use lots of time on recreational activities.	

2. Father believes in saving money for a rainy day but Mother spends without thinking twice.
3. Dad says that one must be law abiding, yet he breaks the speed limit frequently.
4. Mother says to be honest but when she doesn't feel like talking on the phone, she sends word that she is not at home.

Read stories that indicate the values held by different individuals or families, such as articles on the Kennedy Family or the books: At Ease, Everything But Money, Dibs, In Search of Self, or The Child of The Dark.

Aline, Dibs: In Search of Self.

Levenson, Everything But Money.

The class structure in our society influences different sets of values, functions and patterns of American families.

Contrast the values held by different families as illustrated by their behavior in situations involving such things as fighting, sexual permissiveness, child care, or school.

Eisenhower, At Ease.

deJesus, The Child of the Dark.

Relate the influence of the family income upon the values taught.

Discuss what, if any, influence the neighborhood has on the values a child learns or accepts.

Summarize the changing functions of the American family.

(A T) Write a fictional sketch of a day in a person's life which reflects certain values held by that person could be mother, teacher, con artist.

MAJOR CONCEPT FOR COURSE: IV. Relationship of the family life cycle to individual and society

SUPPORTING CONCEPTS: A. Developmental tasks associated with each stage of the family life cycle
B. Influence of family life cycle on the individual
C. Reciprocal relationship between the family and society during the family life cycle

BEHAVIORAL OBJECTIVE: Appraise the relationship between the stages of the family life cycle and society

SPECIFIC PERFORMANCE OUTCOMES:

The student will - describe the stages of the family life cycle
- explain the relationship of the developmental tasks for each stage of the family life cycle to the individual
- give examples of ways society may assist the family during each stage of the family life cycle

GENERALIZATIONS: All families move along the same general series of stages, with each stage having its own developmental tasks and its own relationship to society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(Note: Because of the lack of depth in the available high school texts, the developmental tasks for each stage of the family life cycle, according to Duvall, has been included throughout this section).	
All families move along the same general series of stages, many of which overlap, and during each stage there are developmental tasks to be accomplished by the family.	Interest Approach: Read Ecclesiastes III, "To everything there is a season, and a time for every purpose under the heaven	
	View a bulletin board on Family Life Cycle.	
	Read information on the family life cycle.	Riker and Brisbane, Married Life. Ch. 8.
	Identify stages of the family life cycle: 1. Beginning families (married couple without children and the expectant couple). 2. Childbearing families. 3. Families with school children (oldest child 2½ to 6 years). 4. Families with school children (oldest child 6 to 13 years). 5. Families with teenagers (oldest child 13 to 20 years). 6. Families as launching centers (first child gone to last child leaving home). 7. Families in middle years (empty nest to retirement). 8. Aging families (retirement to death of one or both spouses). (Duvall)	

Group Report on each stage of the family life cycle with identification of the following areas:

1. family composition
2. approximate length of the average family
3. developmental tasks to be accomplished
4. adjustments and changes in relationship, both in family and outside, which occur.

Determine special problems which may arise when there is an overlap of some stages. Examples: family with school age children (6 to 13 years) and older (23+) married daughter.

Prepare a picture-graph of the family life cycle, using magazine pictures from current magazines.

During the establishment phase of the beginning family, which begins with the marriage of the couple and lasts until they learn of the pregnancy of the wife, certain developmental tasks should be fulfilled in order to move comfortably to the next phase.

Identify the developmental tasks of the family in the establishment phase of the beginning family:

Duvall, Family Development. Ch. 6.

1. Establishing a home base in a place to call their own.
2. Establishing mutually satisfactory systems for getting and spending money.
3. Establishing mutually acceptable patterns of who does what and who is accountable to whom.
4. Establishing a continuity of mutually satisfying sex relationships.
5. Establishing systems of intellectual and emotional communications.
6. Establishing workable relationships with relatives.
7. Establishing ways of interacting with friends, associates, and community organizations.
8. Facing the possibility of children and planning for their coming.
9. Establishing a workable philosophy of life as a couple. (Duvall)

Investigate housing available in your area for young married couples by looking at want ads.

Interview some young marrieds about factors which influenced where they live.

Consider the pros and cons of:

1. living with parents
2. living on or near a military base
3. living in a trailer
4. living in an apartment

SPECIAL INTEREST: IV. Relationship of the family life cycle to individual and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Investigate references to determine the relative income of a man throughout his lifetime. Compare this with the amount of family expenditures at various stages of the life cycle. Relate the developmental tasks of this stage to the individual needs and wants. Consider the adjustments to be made when the wants of the couple are in conflict, such as: "She prefers a trailer in town while he insists upon a house in the country." Give examples of community resources available to young couples such as recreational facilities, religious institutions, and health services.	
The expectant phase of the beginning family starts with the awareness that the wife is pregnant and continues until the birth of the first child.	Define expectant phase of the family life cycle. Identify special problems or tasks of the expectant phase: 1. Arranging for the physical care of the expected baby. 2. Developing new patterns for getting and spending income. 3. Revaluating procedures for determining who does what and where authority rests. 4. Adapting patterns of sexual relationship to pregnancy. 5. Expanding communication systems for present and anticipated emotional needs. 6. Reorienting relationship with relatives. 7. Adapting relationships with friends, associates, and community activities to the realities of pregnancy. 8. Acquiring knowledge about and planning for the specifics of pregnancy, child birth, and parenthood. 9. Maintaining morale and a workable philosophy of life. (Duvall) Group work on arranging for physical care of expected baby such as room furnishings, and special equipment, including costs involved with each. Discuss changes which will need to be made in patterns for getting and spending income such as wife terminating outside work, saving for doctors, hospital bill, and baby furniture.	Duvall, Family Development. Ch. 7.

Identify changes in body which may influence sexual relationships (breast changes or possible medical counsel related to having intercourse, body size).

Construct statements which indicate a fulfillment of the developmental tasks. Examples are:
"My in-laws are so pleased that we are finally going to have a baby."
"My husband was so much more thoughtful and gentle when I was pregnant."
"Now that Jane is so large and tires easily, I always mop the kitchen floor for her."
"We're so glad we took out the hospitalization early enough for the pregnancy to be covered."

Investigate to determine the availability of free or low cost prenatal health care.

With the childbearing stage of the family life cycle, there are different developmental tasks to be accomplished.

Define the childbearing stage of the life cycle.

Identify the developmental tasks of the childbearing stage of the family life cycle:

Duvall, Family Development. Ch. 8.

1. Adapting housing arrangements for the life of the little child.
2. Meeting the costs of family living at the childbearing stage.
3. Reworking patterns of mutual responsibility and accountability.
4. Re-establishing mutually satisfying sexual relationships.
5. Refining intellectual and emotional communication systems for childbearing and rearing.
6. Re-establishing working relationships with relative.
7. Fitting into community life as a young family.
8. Planning for further children in the family.
9. Reworking a suitable philosophy of life as a family. (Duvall)

Circular response to determine the concerns of the young family with their first child.

Buzz session on ways that a home may be "child proofed" such as the use of door gates and removal of small breakable items.

Discuss what role changes will take place during this stage of life cycle. Determine what conflicts may occur when roles are not changed to meet changing family structure and responsibilities, such as the father who leaves on his motorcycle rather than helping the young mother with her tasks.

Westlake, Relationships. Ch. 22.

SPECIAL INTEREST: IV. Relationship of the family life cycle to individual and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Explore references for changes in living and financial arrangements to take care of food and clothing when the first child becomes a part of the family. (A T) Write a short story depicting the change in relationship and roles of the young husband and wife with their first child. Titles might be: "Life with Baby," "How I Spend the Hours Between 12 and 4 A.M.," "Baby, Bottles, and Diapers," or "Rock 24 Hours Around the Clock." List organizations in the community in which young parents might participate in order to derive personal satisfaction and relief.	
When the first child is between the ages of 30 months and 6 years, the family is said to be in the preschool stage.	Define the preschool stage of the family life cycle. Identify developmental tasks of the family with preschool children. 1. Supplying adequate space, facilities and equipment for the expanding family. 2. Meeting predictable and unexpected costs of families with small children. 3. Sharing responsibilities within the expanded family and between members of the growing family. 4. Maintaining mutually satisfying sexual relationships and planning for future children. 5. Creating and maintaining effective communication systems within the family. 6. Cultivating the full potentials of relationships with relatives within the extended family. 7. Tapping resources, serving needs and enjoying contacts outside the family. 8. Facing dilemmas and reworking philosophies of life in ever changing challenges. (Duvall) Consider structural patterns of families who have preschool children. Survey your own neighborhood as to the availability of day care centers, recreational areas and kindergartens.	Duvall, Family Development. Ch. 9.

Discuss implications inherent in the following situations: "We chose a small house with a fenced in yard and near a playground."
"We had to take our baby to the allergist to have tests made, then he had to have shots twice a week."
"Everyone at our house has certain responsibilities and often my parents and in-laws will help with big jobs."
"We always see that the children are in bed by eight o'clock."
"The baby really needs to be in a separate bedroom, he awakens so easily."
"We enjoy the children but we need some time alone together."
"Mother and Dad took Billy to the lake fishing."
"We don't have much time to do things like this since the baby came."
"We always go to Sunday School and church and take the children with us."
"I used to be a good housekeeper, but now I know that isn't nearly as important as I once thought."

Write a paper on the joy and satisfaction of fatherhood or motherhood.

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The stage of the family life cycle characterized by the school-age children starts when the first child goes to school, at five to six years of age, and continues until he or she becomes a teenager at thirteen.

Define the school-age phase of the family life cycle.

Identify the developmental tasks of the school age phase of the family life cycle:
1. Providing for children's activity and parent's privacy.
2. Keeping financially solvent.
3. Cooperating to get things done.
4. Continuing to satisfy each other as married partners.
5. Effectively utilizing family communications systems. (Duvall)

Duvall, Family Development. Ch. 10.

Circular response on ways that families you know have met the task of providing for both children's activity and parents privacy such as moving to suburbs or moving to a larger house or remodeling.

List factors which make for added expense at this period of the family life such as the need for more clothing or related expenses.

Relate ways that families may supplement the income of the family at this time (paper route, Mom working outside home, moonlighting, or overtime).

SPECIAL INTEREST: IV. Relationship of the family life cycle to individual and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Buzz session on numerous jobs which must be done in the home.	
	Analyze ways family members may cooperate to get the work done.	
	Pop-corn session on what you do with members of your extended or larger family which make you feel closer to them.	
	Panel of persons who are active in community affairs to tell about activities which could be desirable for parents to belong to.	
	Write a paper describing the way you would hope to meet the needs of your children, your husband and yourself during the school years.	
The teenage stage of the family life cycle begins when the oldest child becomes thirteen and is completed when the first child leaves for marriage, for work, or for military service as a young adult.	Define the teenage stage of the life cycle.	
	Read references to determine the dev lopmental tasks of this stage: 1. Providing facilities for widely different needs. 2. Working out money matters in the family with teenagers. 3. Sharing tasks and responsibilities of family living. 4. Putting marriage relationship in focus. 5. Keeping communication systems open. 6. Maintaining contact with extended family stage. 7. Growing into the world as a family and as persons. 8. Reworking and maintaining a philosophy of life.	Landis, Your Marriage and Family Living, Ch. 19.
	Discuss the changing relationships of parent and child and parents with each other at this stage.	Ginorr, Between Parent and Teenager.
	List ways parents and teenager can keep communications lines open.	Bienvenu, Parent-Teenager Communication. Public Affairs Pamphlet, No. 438.
	Describe ways teenagers can help meet the pressure of increased spending during this stage. Examples might be: 1) part time job 2) understanding of family expenses and income.	Landis, Coming of Age: Problems of Teenagers. Public Affairs Pamphlet, No. 234.

View filmstrip on Understanding Your Parents.

Understanding Your Parents. Guidance Associates filmstrip and tape.

Determine ways the parents can have privacy during this stage of increased outside family contacts.

List the community resources that would be helpful to the family as the family goes through this stage.

It is expected that children as they enter later adolescent year will leave the family for marriage, work or military service and the family is then in the stage of a launching center.

Define the launching center stage of family development.

Landis, Your Marriage and Family Living. Ch. 9.

Identify some of the concerns or developmental tasks at this stage of family life cycle:

1. Rearranging physical facilities and resources.
2. Meeting the costs as a launching center family.
3. Reallocating responsibilities among grown and growing children.
4. Coming to terms with themselves as husband and wife.
5. Maintaining open systems of communication within the family and between families and others.
6. Widening the family circle through release of young adult children and recruitment of new members by marriage.
7. Reconciling conflicting loyalties and philosophies of life. (Duvall)

Duvall, Family Development. Ch. 12.

Analyze the following statements for the implication of the tasks that family must achieve at this stage.

1. "When our children and their families come home for a visit, there are never enough beds."
2. "When my sister Ann married, the job of preparing Sunday dinner (Mom's day off) fell to me."
3. "When our family has a picnic, we always invite my married sister's family to come. We enjoy their company."
4. "Mother went to work to help pay expenses of college for us children."

Discuss what problems and adjustments parents must make as their children leave the family nest.

Write a paper defining the roles that a husband or wife must play at this stage of the life cycle.

Westlake, Relationships. Ch. 22.

Read references to determine physical and emotional changes which occur in the empty nest years.

Peterson, Marriage and Love in Middle Years. Public Affairs Pamphlet, No. 456.

SPECIAL INTEREST: IV. Relationship of the family life cycle to individual and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss how the above changes affect both parental behavior and parent-child relationships.	
	Discuss some of the common problems faced by parents when their children become independent adults. Determine what adjustments must be made.	
The stage when the children have left home and which brings new challenges, relationships, adjustments, and problems is called the empty nest of the middle years.	Define the middle years stage of family development.	
	Identify what developmental tasks a middle age couple would be accomplishing: 1. Maintaining a pleasant and comfortable home. 2. Assuring security for later years. 3. Carrying household responsibilities. 4. Drawing closer together as a couple. 5. Maintaining contact with grown children's families. 6. Keeping in touch with brother and sister's families and with aging parents. 7. Participating in community life beyond the family. 8. Reaffirming the values of life that have real meaning. (Duvall)	Duvall, Family Development. Ch. 13.
	Suggest ways the middle age couple can maintain satisfying relationship with family, friends, and community.	
	Consider possibilities where middle age people may contribute their extra time to community organizations on a volunteer basis such as foster grandparents, hospital work or work with handicapped children.	
	Talk with grandparent of different ages about the joys and privileges of grandparenthood.	
	Contrast the attitude of grandparents who enjoy having children around and of those who don't enjoy having them around.	
	Role Play how children and young adults can make life better or worse for grandparents.	

	Discuss implications of the following: "If babysitters charge a lot for services they render, call grandma in to mind the 'Tot' for she's the legal tender."	"The Way Out," M.M. Parrish, Saturday Evening Post. April 28, 1951, found in Duvall, When You Marry. Ch. 1.
	Determine the advisability of using grandparents as babysitters and how often.	
	Write an opinion paper, on "Grandmother as a babysitter."	
	Summarize your thoughts on how I can be a better granddaughter to my grandparents.	
The aging family stage begins with retirement from work, includes the death of first spouse and finally ends with death of the other.	Discuss the phrase by Robert Browning, "Grow old along with me. The best is yet to be, the last of life for which the first was made."	
	Define the aging family stage of the family life cycle.	
	Group work on each of the developmental tasks for the aging, as given by Duvall: 1. Finding a satisfying home for later years. 2. Adjusting to retirement income. 3. Establishing comfortable household routine. 4. Nurturing each other as husband and wife. 5. Facing bereavement and widowhood. 6. Maintaining contact with children and grandchildren. 7. Caring for elderly relatives. 8. Keeping an interest in people outside the family. (Duvall)	Duvall, Family Development. Ch. 14.
Retirement is a stage in life which comes to many people and which requires some special adjustments.	Suggest ways the elderly couple can adjust to lower income after retirement.	
	Interview retired persons to determine adjustments faced in retirements.	
	Investigate sources of retirement income, housing, creative activities for older people, and health plans.	
	Determine what adjustments must be made in personal relationships in this stage of the life cycle.	
	Suggest ways of maintaining relationships with family, friends and community during this stage of the life cycle. Example: 1. Senior citizen meetings 2. Family meals at son's or daughter's 3. Bridge game once a week with friend	

SPECIAL INTEREST: IV. Relationship of the family life cycle to individual and society

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Determine some things to look for in housing for the elderly such as privacy, nearness to relatives and friends, inexpensive and easy maintenance.	
	Brain storm to determine possible housing arrangements from which the elderly may choose, such as apartment, the family home, with children, retirement village, or nursing home.	
	Discuss whether or not an elderly couple should live with their children.	
	Determine ways a family might work out a satisfactory relationship if the aging parents must live with them.	
	Research information on retirement villages, their advantages and disadvantages.	
	Discuss the adjustments which both the aged and their children must make with the decisions for the aged parent to live in a nursing home.	
Our society offers certain agencies which act to assist families in their assumption of roles and functions during each of the stages of family life cycle, when they fail in their accomplishment of the developmental task.	Survey community to determine agencies and resources available to the family in the various stages of life cycle.	
	Panel of representatives of various agencies to explain the work of their agency such as representatives from Family Services, Social Security, Health Department, and Comprehensive Care Center.	
	Summarize the influence of the developmental task on the individual and society for one of the stages of the family life cycle.	

MAJOR CONCEPT FOR COURSE: V. The dual role of homemaker-wage earner

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(Note: Refer to the unit on the Dual Role of Homemaker-Wage Earner developed at the University of Kentucky in 1972 and select appropriate concepts, objectives, and strategies to meet the learning level and interest of the students in your class.)	

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Love is for the Byrds. Department of Mental Health, Frankfort, Kentucky 40601

Palmour Street. Department of Mental Health, Frankfort, Kentucky 40601

Worth Waiting For. Brigham Young University, Educational Media Services, 290 Herald R. Clark Building, Provo, Utah 84601. (Order from: University of Kentucky, Audio Visual Services, Lexington, Kentucky 40507)

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Love and Facts of Life. Filmstrip Series:
A. Learning About Love and Sex
B. Growing Up, Childhood to Maturity
C. Having a Baby
D. Understanding Your Love Feelings
E. Who Am I? The Search for Self
Quality Education Productions, a division of Cathedral Films, $40.00 for a set.

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Good Housekeeping. (Order from: Good Housekeeping, Box No. 517, New York, New York 10019, monthly, $5.00 yearly)

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